

INTRODUCTION TO PERSONAL SKILLS ACTIVITIES

Course Code: 1858

A. INTERPERSONAL RELATIONSHIPS (Teen Success Strategies)

1. Identify positive ways to deal with peer pressure.

- **From Within or Without?** Describe inner- and outer- controlled people. Have students generate a list of typical teenage problems or situations. Have students discuss possible solutions. Determine whether these solutions represent inner- or outer-controlled thinking.
- **Someone Admired** – Have each student name an inner-controlled person they know and admire. They should state one characteristic or behavior that makes this person inner-controlled. Write a list of behaviors or characteristics of an inner controlled and outer controlled person. Discuss how each of these types would probably react to pressure. How can teens develop greater inner control? Record responses.
- **Have You Ever...?** Define the term peer pressure. Ask the following questions:
 - Have you ever hesitated to say what you really think because you thought it would not be accepted?
 - Have you ever claimed to like someone or something because others favored it?
 - Do you like a clothing style, movie, television how, person, hobby, song or automobile style because your best friend or your peer group favors it?
 - Have you ever observed a close friend do something that was not a typical behavior of that person because of group pressure? What was the situation? How did your friend feel afterwards?
- **Do Your Own Thing** - Have students consider the very common phrase, "Do your own thing." Many people refuse to do their own thing unless everybody else is doing it too. Why do you think this is so?

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2. Explain ways to build positive, nurturing, caring, and respectful relationships.

- **Support Systems** – Discuss the importance and benefits of support systems made up of people who genuinely care about one another. Have students think about their closest friends, relatives, neighbors, or others that make up one's close relationships. Answer the following questions: Name the closest people to you. Why are these people so special? What can turn a close or good friend into an acquaintance or enemy? In what ways are you different? Name five ways to make an acquaintance a good friend.
- **That's What Friends are For** – Have students listen carefully to the words of the song, "*That's What Friends Are For*," by Dionne Warwick, Stevie Wonder, and Elton John. How are friends defined in this song? What are some characteristics of close relationships?
- **Close Relationship Collage** – Make a collage showing desirable characteristics of a close relationship. On the back of the collage write the traits as they are depicted on the front side. Some students may prefer to do a collage of the undesirable traits for comparison.
- **Thank You Notes** – Write than you notes to friends or family members thanking them for intangible gifts that are given freely, such as, being a good listener, supporting others through rough times, or always doing things for others without being asked. Be descriptive, personal, and cite actual situations. Read the notes anonymously and then mail them.

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B. CONSUMER SERVICES (Management Practices)

1. Explain the importance of managing personal resources.

- **Resource Pool** –Brainstorm human and nonhuman personal and community resources. Have students select one human and one nonhuman resource and write a goal for it.
- **Categorize Resources** – Provide a list of resources and have students determine whether they are human or nonhuman and whether they are personal or community resources. Examples might include: library, hospital, cash, intelligence, creativity, automobile, parks, and American Red Cross.
- **What Resources Can Make It Happen?** – Have students state ten responses in one or more categories listed below. Then brainstorm general resources needed to achieve the group of goals. List all resources on the chalkboard. Later go back and indicate whether the resources are human or nonhuman. Select one or two items from the list and detail how to develop the desirable resources: future careers, short range school goals, teen entrepreneurial jobs, sports/music/dance accomplishments.

2. Organize personal time using time management tools.

- **Organization Pays Off** – How does organization affect time management? Have students generate a list of papers they save (or should save) that are important or sentimental. The list should include: Social Security Card, birth certificate, report cards and diplomas, health and dental records, warranties, sales receipts from the last year and from big purchases, special letters and notes, and awards and certificates. Discuss how to organize important papers. If the items on the list were organized, what would be the titles of the file folders or other suitable storage e. g. , large mailing envelopes, expandable alphabet folders or metal storage boxes).
- **Make a Touchdown** – Create a bulletin board using a goal post, scoreboard, and footballs. Have students, in small groups, write one or more time management tips on the footballs. Arrange the balls on the bulletin board as though they are moving toward the goal.
- **Weekend Rush** – Ask students to list all that they hope to accomplish in the upcoming weekend. Prioritize activities and make a plan to meet the goals using time estimates. Students should evaluate their plans at the end of the weekend. Were their goals accomplished? How could they have better utilized their time to accomplish their goals?

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C. HOUSING AND INTERIORS AND FURNISHING (Creating Environments)

1. Explain ways to create or enhance personal space.

- **To Get Started** – Ask students to define personal space. Discuss how a place other than their own rooms might be considered personal space. Why is personal space important to an individual?
- **Thought Paper** – Write a thought paper describing the perfect personal space. Students may want to illustrate these papers.
- **Teen activities in One's Own Room** – Identify activities that relate to items in one's bedroom. Name the basic needs that relate to the items. For example, mirror (dressing), door (privacy), television (leisure time activities), and bed (sleeping).

2. Explain how to avoid accidents and improve home security.

- **Practice Reporting Crimes** - Role play the reporting of various crimes on the telephone. These crimes might include burglary, assault or the suspicion of a crime. What information should be given?
- **Operation Identification** – Discuss identifying all of one's valuable possessions with a unique identification number. Model numbers and serial numbers have little value to the police if a person is a victim of a burglary. Many manufacturer's use one serial number for all of the same types of items. For example, one brand of jig saws may all have the same serial number. This makes it difficult to locate and return stolen goods. One should engrave a unique number on all valuables with an engraving tool. One's social security number is a good number to use. Do not write this number on the identification plate, but rather engrave the item in a visible area of the item. Engraving tools can usually be borrowed from one's local Police Department. Demonstrate how to engrave items. Allow students to practice on damaged appliances.
- **Teens for Safety and Security** – Plan and sponsor a "Citizens For Safety and Security" (or "Teens Against Crime") community meeting. Have students design and distribute publicity articles, invite community leaders, parents, and neighbors, greet attendees at the doors, pass out informational materials, assist the presenter, serve refreshments, and write follow-up articles for the school or district newsletter and community newspaper. Design logos, bumper stickers, or name tags. Students can present the program themselves or invite a guest speaker, such as a police officer or ex-criminal who share insights into how to prevent crime.

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D. EARLY CHILDHOOD (Challenging Children)

1. **Explain the responsibilities of babysitting related to child development, safety and health.**
 - **A Babysitter's Pledge** – Create a bulletin board titled, “A Babysitter's Pledge.” Include at the top of the list information every babysitter should get from the parent, “I pledge to...”
 - **Panel of Mothers** – Hold a discussion with a panel of mothers as to what they expect of their babysitters and reasons sitters are not called again. Have the panel discuss questions submitted by students in advance.
 - **Brainstorm Expectations** – List some common parent expectations of babysitters and relate them to the child's safety, health and happiness.

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E. TEXTILES AND APPAREL (Winning Images)

1. Examine factors that influence clothing selection.

- **Second Chance?** - Discuss incorrect first judgments students have made about others. What happened? Determine whether or not people have a second chance to make a first impression.
- **Gallery of Stars** – Select a minimum of 10 pictures of people featured in magazines. From the article choose one or two facts about the person related to one's career or background. For example, one person may be an athlete, another a budding movie star, and another a criminal. Write these facts in random order on the board.
- **Why Do We Wear Clothing?** - Begin the discussion of clothing functions by asking students why they wear clothing. Who do teens spend a good deal of their waking hours planning, dreaming, wearing, mixing and matching, and changing clothes? Lead the discussion to functions of clothing. Write these functions on the board. Generate a list of examples for each function.

2. Create a desired image through grooming habits and clothing selection.

- **Dressing Disorders** – Ask student if they have ever heard of eating disorders? Dressing disorders? Generate a list of dressing disorder, such as, shirts unbuttoned to the waist, skirts too short and wrinkled clothing. Do American teens suffer from dressing disorders? Make a list of dressing disorders.
- **Would It Be Worn To A Wedding?** - Select a variety of pictures from magazines and catalogs of outfits for both boys and girls. Suggest a specific situation and ask the students how they would feel wearing each outfit. Have students state the reasons for their response.
- **Clothing Diary** – Have each student keep diary of the clothes worn in a week's time. How many outfits were worn and to what occasion? Were enough clothes available to meet one's needs? Were there clothes that couldn't be worn because some part (e. g., vest, belt or shoes) was not available? What would it require to make every garment in one's closet wearable?

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F. NUTRITION AND WELLNESS (Kitchen Connection)

1. **Demonstrate correct safety and sanitation procedures while working in the kitchen.**
 - **State Health Department** – Invite a professional from the State Health Department to run bacteria tests for the purpose of illustrating what happens when unsanitary practices are followed. Place handled coins and strands of hair in agar. Also cough into agar and obtain a sampling from dirty hands. The State Health Department will grow the bacteria and bring the samples back to class. Discuss food safety requirements restaurant owners and food handlers follow.
 - **Home Food Inventory** – Have students inventory food stored at home. Are foods stored to maximize the safety of the food? Point out potential problems to family members. Discuss finding with classmates.
 - **Go For Good and Safe Groceries** – Visit a grocery store and observe how various foods are stored. How do stores ensure food safety?
2. **Explain how to make and follow a work plan.**
 - **Simple Lab Planning Sheets** – Divide students into small groups. Have each group fill out a lab plan sheet.
 - **Routine Tasks** – Complete a lab plan for student to determine who will complete each preparation and clean up task. This sheet should not be necessary after the first or second lab. Make a poster of the clean up tasks and display it in a central location. Require that these clean up tasks be completed routinely by all students working together to get them done.
 - **Are You A Team Member?** – Have students brainstorm the characteristics of a team member that gets along with others. Have students draw conclusions as to how the responses relate to working cooperatively in the foods lab.
3. **Demonstrate tools and techniques for food preparation.**
 - **Equipment Demonstration** – Demonstrate the use of common kitchen equipment (for example, microwave, range, blender, and deep fat fryer). Stress the safe use of this equipment. Show the location of this equipment in the classroom.
 - **Picture This!** - Divide the class into two teams. Have one member of each team come to the chalkboard. Give the two-team members at the board the name of a kitchen utensil. Each student should draw the utensil on the board. The team that illustrates the kitchen correctly wins a point.

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- **Utensil Scavenger Hunt** – Have students participate in a utensil scavenger hunt. Divide all students into kitchen groups. Have one student from each group stand in their kitchen while the others sit at a table or at desks nearby. One student in the class will call out the name of a piece of kitchen equipment to classmates. Each student standing should locate the correct item, hold it up in the air and shout, “Found!” Whoever finds the item first receives a point for their team. The team with the most points wins.

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G. CAREERS (Career Exploration)

1. **Explain how basic skills learned in school are essential for success in the workplace.**
 - **Professional Peer Information** – Invite an older student (high schooler) to discuss babysitting experiences and how school relates to skills needed for babysitting.
 - **Ready or Not?** – Describe how a sitter would get ready to go to a babysitting job. What should the babysitter take along on the job? What skills were learned in class that could help you to prepare for the babysitting job?
 - **Advertise Your Talents** – Write an ad or flyer to advertise oneself as a responsible babysitter. Share ads with others in the class.
2. **Identify entrepreneurship opportunities for young people.**
 - **Babysitting Is a Job!** Have students brainstorm a list of skills, which are learned when babysitting. Relate these skills to any other job.
 - **Sitter-Parent Interview** – Role play an interview related to a babysitting job. Include a section on clarifying expectations.
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 - **Should You or Shouldn't You?** - Discuss questions a sitter would ask and observations that should be made to help an individual decide whether to accept a job or not.